

CONNECTIONS

The Magazine of the Watson School of Education



The New Home of the Watson School of Education

An architect's renderings of
the building front and atrium,
which will house the
N.C. Teachers Legacy Hall



UNIVERSITY OF NORTH CAROLINA AT WILMINGTON
The Donald R. Watson School of Education

Spring 2004

I am so pleased to share all the fantastic initiatives and projects occurring in the Watson School of Education. As many of you know, we are in the final stages of completing our new building that is yet to be named. This building is a tribute to education and the Watson School, but also to UNCW. It is an edifice that by its mere presence honors all educators in North Carolina. The new home for Watson School students, staff, and faculty is a three-story building that will allow faculty and staff currently housed in four buildings to unite under one roof.

The North Carolina Teachers Legacy

house will be in a fifth display, a movie area including theatre seats will be another niche featuring educational movies and documentaries, and yet another niche will present a school bus with seats for children to try out. The eighth niche will display current events in education via a plasma screen located at the end of a 20-event walkway featuring highlights of P-12 education in North Carolina. The final niche will be a listing of donors.

The building is 82,112 square feet. This edifice is the first building started with bond dollars approved by the state three years ago. Occupancy will be in fall

multiple programs. We are still ranked "Exemplary" in the state, and we are the third largest producer of teachers in the state (259 – the state only uses traditional undergraduates in the number calculations). Our passing rate on the Praxis II is 98 percent, and the certification rate of our graduates also is 98 percent. Twenty-six percent of all UNCW graduate students this past fall were enrolled in the Watson School of Education, so we continue to increase in enrollment at all levels. Our grant efforts have been a great source of funds in the times of continued state budget cuts.

Many people do not realize that we currently offer day, night, and weekend classes. We have three shifts at the Watson School. Most of our faculty members teach in at least two of the time slots mentioned above, in addition to being heavily involved in our 95 professional development schools in 10 counties.

We have now been recognized nationally for our initiatives in the areas of technology and assessment. The Watson School always has had a fine reputation, and we are expanding and improving on that reputation in the national

arena.

As a final thought... What's in a name? Our new building should have a name. The Watson School is an excellent school of education and this naming opportunity would be a wonderful tribute to a fine person.

I invite you to make a commitment to the people and programs of the Watson School of Education and the education of children in North Carolina. Please help us make this a special tribute to education – one of a kind.

If you would like to contribute teaching tools, dollars or schools desks, please contact Scott Joyner at joyners@uncw.edu or (910) 962-3792.

Cathy L. Barlow

Cathy L. Barlow, Dean



From the Desk of the Dean:

What's in a name?

Hall will be housed in the glass midsection of this building – the atrium. In this part of the building there will be nine niches to celebrate P-12 education in North Carolina. One niche will have a display of multi-period school desks, a second will feature "tools of teaching" (items used in school rooms past and present), and a third niche will have an interactive kiosk and display of teachers and principals of the year. A replica of a one-room school

2004, and we are hoping to have the building named by that time. As you know, in the past we were the Watson School of Education housed in King Hall. We will still be the Watson School housed in a building with a new name, we hope.

The Watson School of Education in spring 2004 had 1,522 students in its

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A unique showplace comes together

The new Watson School of Education building will not only be a place for great student learning and faculty collaboration and growth, it will be an open house for those in the community who want to explore today's educational issues and learn about the history of teaching in our state. Legacy Hall is one of the most exciting attributes of the new building -- a beautiful atrium with museum-quality displays.

Efforts are ongoing to raise funds to support this unique and important showplace. To date \$425,000 has been raised toward UNCW's \$600,000 goal for the project.

At a news conference Aug. 18, 2003, UNCW officials recognized three donors.

Progress Energy has contributed \$75,000 -- \$50,000 for Legacy Hall and \$25,000 for student scholarships -- while Cooperative Bank has pledged \$50,000 for Legacy Hall. Grace Burton, a UNCW education professor since 1977, also is donating \$50,000. All three will have areas in the new building named for them. Wachovia and Harris Teeter were recognized in 2002 for their respective gifts of \$150,000 and \$15,000.

Naming opportunities are still available within Legacy Hall, as well as other areas of the building. Within Legacy Hall, for example, a single donation or combination of donations equalling \$20,000-\$25,000 can create an opportunity to name one of the nine niches depicting facets of educational history. All gifts to Legacy Hall of \$1,000 or more will be displayed on the Legacy Hall Honor Roll.

UNCW is working with Jenkins-Peer Architects of Charlotte and Chermayeff & Geismar, a design firm out of New York City, to create the museum-quality displays in the atrium of the new building.

"This is something to draw teachers to the school," said Tripp Beacham, with Jenkins-Peer Architects.

Keith Helmetag, a representative with Chermayeff & Geismar, reviewed some of the hall's features.

It will include an interactive media display that honors the state's 117 principals and teachers of the year. An electronic board will offer current events

about teaching, and an exhibit will display tools used in teaching over the years.

Stones in the courtyard will chronicle the history of education in North Carolina, starting in the 1700s with the creation of the first schoolhouse. A bronze statue of an educator also will sit outside for people to stand next to for photos.

Other ideas call for assembling a collection of school desks used throughout history and installing a section of a one-room schoolhouse, showing films that have educational themes and showcasing teaching tools of the past and present.

At left: A flier used to help publicize the Harris-Teeter partnership that was launched in 2002 to support UNCW and Legacy Hall.



UNCW Chancellor Rosemary DePaolo; Jeff Corbett, vice president, Eastern Region Progress Energy; Dr. Grace Burton, WSE professor; Rick Willetts III, president, Cooperative Bank, and WSE Dean Cathy Barlow at the Aug. 18, 2003 news conference.

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Apply for a **Harris Teeter VIC card** and link to **UNCW (code 5034)** on the web!

2% of the purchase price of all the Harris Teeter-brand products you buy will be given to support UNCW student activities and the North Carolina Teachers Legacy Hall.

For more information, visit **www.harristeeter.com** and click on "Together in Education."



Decorating the new with memories of the old

The new Watson School of Education, although far exceeding the accommodations of King Hall, won't be without memories of the old homeplace.

Alabama plein air painter Perry Austin spent two days in front of King Hall in February creating a work of art to display in the new building. The subject was King Hall, but as with many of Austin's paintings, his interpretation played a large role in creating the painting.

Dr. Andy Hayes secured the artist for this project. Each year the Watson School hosts an artist within the building.

Plein air painting, a relatively new term, refers to the centuries old tradition of painting landscapes out in the landscape itself.

"I am basically a plein air painter of whatever happens to be in front of me, but I choose the subject and feel no need to paint it literally. You must take license to make the painting attractive and balanced through the use of color and composition," Austin said.

"I began professionally as a technical illustrator during the 1960s and began to pursue fine art in the late 80s. I became a full-time painter in 2000. My works are primarily landscapes but include cityscapes, figurative and some sporting art revolving around fly-fishing."

The opportunity to paint King Hall won't be Perry Austin's only visit to Wilmington this year. He returned in late April as part of the Plein Air Invitational during the Airlie Arts Festival.



Alabama plein air painter Perry Austin created his interpretation of King Hall. The artwork will hang in the new building.

Fundraiser begins to name new building's lounge

The Watson School of Education Alumni Chapter has launched an effort to raise \$25,000 to name the WSE Student, Alumni Teacher Lounge in the new education building. The committee leading the effort is chaired by Janis Norris, M.Ed. '81 and WSE Alumni Chapter President, Ann Grose '90. Direct mail pieces sent out in February explained

the fundraising goal and requested contributions. All gifts, no matter what the size, will assist in creating the North Carolina Teachers Legacy Hall exhibits and name the lounge.

The goal is to raise the funds to have a space within the building dedicated to alumni and students, and the lounge is a perfect fit. The lounge is located adjacent

to the courtyard off of the N.C. Teachers Legacy Hall on the first floor. In addition, we hope to find hundreds of lost alumni through this campaign. For more information about this project, WSE scholarships, or the N.C. Teachers Legacy Hall, please contact Scott Joyner, director of development. He can be reached by phone at (910) 962-3792 or by e-mail at joyners@uncw.edu.

The *new* Watson School of Education:

flexibility meets **high-tech**

Having to go to a computer lab to lead a class in an exercise using the Internet or to collaborate on a group project or just to check e-mail soon will be a thing of the past for Watson School faculty, staff and students.

"Basically every room and gathering place in the new building will be a potential computer lab," explained Dr. John Fischetti, professor and chairman of the Department of Specialty Studies.

High-speed wireless Internet service will be one of the most noticeable technological upgrades in the new Watson School of Education building. Anyone with a laptop or handheld computer containing a wireless fidelity (Wi-Fi) antenna and software will be able to get online from anywhere in the building.

"There's no place in King Hall for students to hang out and work together, or for faculty and students to sit down and collaborate informally. Wireless access will provide a wonderful medium for informal learning opportunities," Fischetti said. Gathering places throughout the building, including a lounge and sitting areas at the ends of hallways, will be ideal spaces to pull out a handheld or laptop.

Flexibility is an underlying theme in the plans for the new building. Spaces are designed to accommodate the needs of the School, the University as a whole, the larger education community and the public, with an eye toward technology yet to be developed.

All classrooms in the building will be able to accommodate multiple seating formats to honor the teaching needs of a class. With furniture designed to move easily, faculty can rearrange a large lecture room into small learning centers for group activities or into seminar shapes for discussion. Computer lab instructors will be able to move freely around pods of learners.

There are three dedicated computer labs: a general lab, a lab for teaching technology courses and the MIT (Master's

of Instructional Technology) lab, which will host the more advanced technologies and multimedia needs of that program. An assistive technology lab will be home for special education faculty to demonstrate



and model the use of emerging technologies for students with moderate and profound special needs. A multimedia production lab will provide space for faculty, staff and graduate students to work together on projects. It will be a place, for example, to prepare and rehearse a PowerPoint presentation for an upcoming conference or to assemble handouts for a large meeting of partnership teachers.

The 150-person multipurpose room on the first floor will serve as the auditorium, but with the ability to arrange tables, chairs and people into multiple configurations. "And with wireless technology, you won't have to adjourn a conference to a computer lab in order to incorporate the Internet," Fischetti said.

The multipurpose room can host two 75-person sessions simultaneously, with media projected on large plasma televisions in the front of each room. Or a large celebration can take place in the room honoring teachers, faculty or community contributors to education.

The Distance Learning classroom will house the University's newest home for two-way, audio-video conferencing and course delivery. And with new Web-based

tools, and some additional equipment in the future, each classroom will become a potential hub for distance learning.

"New technology allows us to wheel in a node and plug in through the Internet to have live, Web-based video conferencing," Fischetti said. "This could be linking to a public school classroom to see a teacher we just visited putting into practice something we talked about. Or it could be talking to state officials in Raleigh. It's a very personal way to do distance learning."

The science laboratory on the second floor will allow methods instructors to model traditional and technology-enhanced experiments and lab-based activities that have impossible before now.

The move to the new building will require more than packing boxes. In fact, staff members have been working for several months to prepare to move as few boxes as possible. "In anticipation of the move we talked about whether we needed to have this much paper if we're moving to a paperless environment," Fischetti said. "Staff members have been using high-quality scanning devices to turn paper documents into CD files. We're doing all of this that we can do, barring legal documents. The goal is to take mainly books to the new building." Electronic filing will mean the file storage areas in the new building will have space dedicated for CDs rather than rows of large traditional filing cabinets, Fischetti said.

Whether it is chatting online or in person in the mingling areas, checking data on the Web in a faculty office or loading an interactive presentation into a classroom projector, the new building will allow the Watson School's students, staff and faculty to elevate their performance by exposing them to a flexible, technology-enhanced learning environment. The new building will provide multiple opportunities to learn in person and virtually in a first-class setting that will serve North Carolina for generations to come.

Professional Development

The North Carolina Quest Math and Science Professional Development Network kicked off on Saturday, Sept. 20, 2003, with an Orientation Day held at UNCW. This session, the first of the NC Quest Fall Institute, brought together math and science middle school teachers and mentor teachers from Brunswick County Schools for an exciting day of activities and collaboration.

NC Quest is a jointly sponsored, grant-funded program between UNCW's Watson School of Education and the College of Arts and Sciences, and coalition partner school districts in southeastern North Carolina.

NC Quest is designed to help fulfill the mission of the federal "No Child Left Behind" legislation by assisting middle school math and science teachers in increasing their knowledge in both content and instructional practice, and by increasing the number of skilled mentor teachers to promote teacher development and retention. The grant focuses on professional development for lateral-entry teachers, those teaching out of their licensure areas and mentor teachers.

Teachers who participate in NC Quest receive academic advising and tuition assistance to help meet licensure requirements, opportunities for special professional development activities and conferences, free teaching and mentoring resources and a stipend. NC Quest is delivered through a cohort-based, learner-centered model designed to provide participants with an integrated learning experience that can easily be applied in the classroom environment.

At the Sept. 20 meeting, participants worked with NC Quest instructional staff to develop their own professional development goals through reflective activities, examining national math and science standards, and participating in team-based math and science experiments suitable for their students. In the morning session, Diane Calhoun and Dr. Nancy Hoffmann led participants through an activity to explore the key capacities for increasing instructional effectiveness in



Dr. Rich Huber interacts with NC Quest participants in King Hall as they complete a hands-on science activity in September 2003.



Dr. Ron Sizemore guides NC Quest participants on a tour of the Center for Marine Sciences in October 2003.

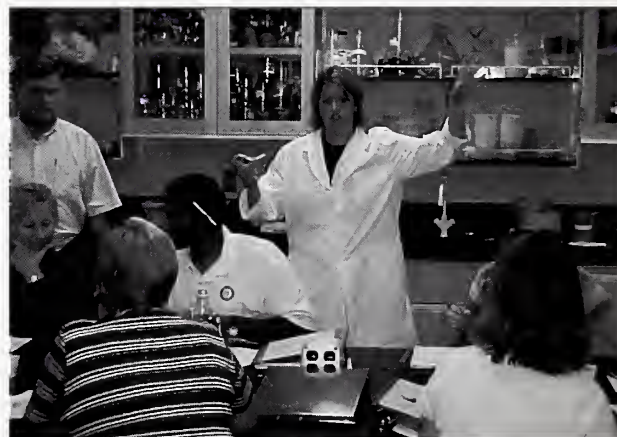
NC Quest kicks off at UNCW

middle school math and science education. The afternoon session focused on inquiry-based lab experiments, which tied science and math together in the same activity. These experiments were led by Dr. Rich Huber, Dr. Catherine Nesbit, Dr. Ron Sizemore and Marty Sugerik.

Day 2 of the NC Quest Fall Institute took place Oct. 13, 2003, at UNCW's Center for Marine Science. Sizemore and his assistant Jennifer Arp led participants through a series of team-based lab modules on magnetism, density, DNA, and acids and bases. The labs gave participants continued exposure to, and practice in, inquiry-based activities. Math instructor Marty Sugerik highlighted the mathematics components contained within the experiments to reinforce the synergistic relationship of these two disciplines.

After the experiments were completed, Sizemore led the group on a tour of UNCW's Center for Marine Science. The mission of the center is to promote basic and applied research in the fields of oceanography, coastal and wetland studies, marine biomedical and environmental physiology, and marine biotechnology and aquaculture. The center fosters research programs of the highest quality

and thereby enhances the educational experience provided by UNCW for both



Graduate Assistant Jennifer Arp demonstrates in October 2003 a hands-on lab activity for middle school science and math classrooms.

undergraduate and graduate students in Marine Science.

NC Quest continues UNCW's proud tradition of partnership with North Carolina public education.

"We are very excited by the opportunity to continue working with school districts in southeastern North Carolina through this grant," said Dr. Karen Wetherill, NC Quest co-director. "UNCW's Professional Development System has been a great success, and we look forward to similar results for NC Quest."

Marc Zolar, the NC Quest project instructional leader, can be reached at (910) 962-3881, or zolar@uncw.edu.

Watson School, partners enrich teacher ranks

Ten mid-career professionals soon will be North Carolina licensed teachers thanks to the success of the Coalition for Transition to Teaching (CT3) Program, which is entering its second year. The CT3 program launched in 2003 as a partnership among the Watson School of Education, Coastal Carolina Community College, Marine Corps Base Camp Lejeune, Trivantis (software publisher), and five school districts in southeastern North Carolina.

The teacher preparation program is designed to enable mid-career professionals, especially military personnel, to become educators through an alternative pathway to licensure. The program is funded through a grant from the U.S. Department of Education and is focused on training teachers for high-need licensure areas including middle grades and secondary-level mathematics and science, special education and elementary education.

"This is the greatest opportunity in the world for military personnel looking for that next step in their lives," said Robert Ferris, a 58-year-old retired Marine Corps major. "I want to teach for the rest of my life. My plan is to go on and get my master's degree once I complete my teaching licensure."

Ferris has been teaching computer courses as an adjunct faculty member at Coastal Carolina Community College for a few years. He saw the CT3 program as a first step toward his master's degree and receiving help paying for his education.

Students accepted to the CT3 program receive a \$2,500 stipend and a laptop for use with their studies. They have three years to complete their coursework and must commit to teaching in one of the participating school districts for three years. And during those three years, CT3 graduates will have the

continued support of their CT3 mentors – former teachers hired to be a resource for the CT3 once they enter the classroom.

"I am here 24-7 for them," said Lisa Keenan, a CT3 mentor/coach hired in June 2003. "This mentoring program is one that will make others who are not in

and what not to say."

Keenan says she urges her students to use her as a data collector – to call on her to observe them in the classroom and pay particular attention to areas they are concerned about. "We collaborate afterward and talk about ways to make

them more effective. My job is to make them strong, effective and content. The first year of teaching is tough. I'm their support."

Many of the CT3 students continue to work fulltime while pursuing their licensure. Others are fulltime students. The entire group must complete 12 hours of coursework, compacted into the CT3 core modules, covering their chosen content area and an array of information all teachers need to know including legal issues, effective teaching methods, student development, technology and diversity. The modules are covered during Saturday sessions and an intense summer

institute. Following completion of the CT3 modules, students must complete required coursework in their content areas, which is determined based on their prior experience.

"I think I worked the hardest I've ever worked in my life last summer," Ferris said, referring to the CT3 summer institute. "It's not easy, but these people have given me an opportunity. I'm thankful for it and I fully intend to carry it through." Ferris expects to complete his coursework and be licensed in spring 2005.

Four of the initial group of 10 CT3 students were teaching by Fall 2003. Two were hired as lateral entry teachers to teach high school math and science, and two were hired to teach special education students at a private facility – evidence of the high demand for teachers.

Twenty-four new students entered the CT3 program in January. The goal for next year is 50.



CT3 mentor Lisa Keenan and student Robert Ferris work through teaching techniques for math students.

the program envious. As a new teacher, I wish I had had a mentor/coach like this program provides."

Keenan was a high school history teacher in Pennsylvania before retiring in 2002. She also teaches education classes at Coastal Carolina Community College. Two other mentors were added to the CT3 program in January – Julia Davis, who has a background in elementary education, and Rebecca Mahler, who has a background in special education. The mentors expect to spend more time with the CT3 students training in their area of expertise, but plan to collaborate with all the students on general teaching practices. Keenan has worked extensively with the CT3 students already teaching.

"Mostly I've been advising them about doing lessons and dealing with discipline issues. We've talked about everything from how to motivate students to how to contact parents – what to say

Signatures formalize an already rewarding partnership

Watson School students soon will be walking on the campus of the Osaka University of Education in Osaka, Japan. The first student/faculty exchange in what is hoped will be a lengthy partnership between the two schools begins in June.

On Sept. 4, 2003, the University of North Carolina at Wilmington signed a formal agreement with Osaka University of Education in Osaka, Japan, declaring intentions of cooperating in order to enhance academic and research opportunities for faculty and students. The agreement declares the Watson School's

commitment to providing significant international opportunities for students and opens the way for the exchange of students and members of the academic and administrative staff. These exchanges will include semester or year-long study abroad and faculty exchange opportunities, as well as short-term visits.

The formal agreement between the universities evolved after a relationship developed between the Watson School and Osaka University of Education during teacher exchanges that have spanned three years. The Watson School has been part of a six-university consortium devoted to creating global partnerships. The consortium also includes East Carolina University, Western Carolina University and three Japanese universities in Osaka, Hiroshima and Naruto. Sixty-three North Carolina teachers and 63 Japanese teachers have been involved in the exchanges, working in a host school for two weeks during a visit. "This was

such a successful project, we are working to obtain funding in order for this to continue," said Dr. Brad Walker. "Since we already had contacts with Osaka Univer-

June 23 and spend two weeks in Japan. The course will allow students to reflect about teaching and learning as they look at education through the eyes of Japanese

educators. Students will become familiar with cultural aspects of Japan that impact education. They will spend one week in Japanese schools observing and working with Japanese teachers and students, and they will participate in collaborative reflection groups sharing observations and exploring connections. This, too, promises to be an exciting learning opportunity.

Students soon will be encouraged to consider semester-long and year-long study

abroad programs, Walker said. "Eventually, we would like to see every student in the Watson School have some type of international or multicultural experience as part of their training to be teachers. I've seen the difference it has made in the teachers who went to Japan, and I would like to see those same growth opportunities for all of our students. Looking at learning and teaching through the eyes of a different culture and coming to know and appreciate a different culture is such a powerful learning experience."

The focus in the short-term will be on exchanges with Osaka University, but the Watson School also has relationships with universities in South Africa and a school district in London.

The Watson School of Education recognizes that international experiences provide unique opportunities for our students to come to understand different cultures, appreciate diversity, and be better prepared to work in and contribute to a global society.



Takashi Inagaki, president of Osaka Kyoiku University in Japan (left), and Chancellor Rosemary DePaolo sign an exchange agreement between the Japanese university and UNCW's Watson School of Education, Sept. 4, 2003. The agreement establishes administrator, faculty and student exchanges.

sity and had worked with some of their professors in this project, it seemed natural to have a formal agreement with them."

Under the new agreement, students from Osaka University of Education will enroll this summer in UNCW's English as a Second Language Program and spend six weeks on campus honing their skills with the English language. Since all of the Japanese students are education majors, they will also spend time in the public schools in the region learning about education through the eyes of North Carolina teachers. This promises to be a very rich learning opportunity for these students as well as the public school pupils with whom they will work.

Additionally, approximately 20 Watson School undergraduate and graduate students will travel to Japan this June for an exciting summer study abroad opportunity. Dr. James Applefield, Dr. David Gill, and Dr. Brad Walker also will be part of the group. Students will leave

Transition program comes to UNCW

With the opening of the new Education Building, college age students with severe disabilities will have the opportunity to learn in an environment with their non-disabled peers and to be supported in their learning by UNCW majors in special education. Long the vision of special educators in the Watson School of Education at UNCW and the Exceptional Children's Program in New Hanover County Schools, this Transition Program will offer young adults from 19-22 years of age who have severe disabilities a classroom site in the new Education Building. Over the last seven years, the learning environment for these young adults has moved from an adolescent high school classroom environment into typical environments for young adults. The young adults are provided opportunities to enhance their functional academics, communication skills, daily living skills, and social skills in an office setting and an apartment near the UNCW campus. Now they will have an additional location that is typical for young adults in which to enhance their skills in all these areas.

The Transition Program for Young Adults (TPYA) focuses on exploring many facets of living and working within the local community. Program goals include:

- Exposure to as many real life, hand-on experiences as possible.
- Learning to make decisions, solve problems, set goals, make personal choices, and advocate for oneself.
- Focusing on strengths, gifts and talents.

- Providing resources to enable the individual to create a lifestyle of their own choosing.
- Making appropriate connections to adult service providers.
- Achieving maximum independence.

A key feature of having a campus location for the program is providing opportunities for the UNCW students majoring in special education in the Watson School of Education to have extensive interactions with these young adults. UNCW students have labs connected with several special education classes. Some of these lab hours may be completed by working in the TPYA, thus enhancing learning opportunities for both young adults with severe disabilities and UNCW majors in special education. This will give UNCW students first-hand experiences using skills taught in their education courses.

Located on the first floor of the new Education Building, the classroom used by the Transition Program will be fully equipped with state of the art electronic equipment including a teaching station with a computer and DVD player, as well as a Whiteboard. The classroom, as well as the building, will be totally accessible to individuals in wheelchairs. At least two electrically operated adjustable tables to accommodate individuals in wheelchairs are planned for the classroom. Assistive technology will be available for the young adults in need of such devices, as well as computers.

The classroom is in close proximity to the Betty H. Stike Educational Lab, the Curriculum Materials Center, a general use computer lab, and a lounge as well as a patio. Access to these facilities provides the opportunity for extensive "community-based" learning. Using various locations on campus in addition to the classroom provide the Watson School of Education students with opportunities to teach functional academic, communication, daily living, and social skills using "general case instruction" along with other teaching techniques designed to foster acquisition, maintenance and generalization of skills. The UNCW students will be working in partnership with teachers and assistants from the New Hanover Public Schools, parents of the young adults, and faculty in special education as they develop and refine their teaching skills.

The initiation of this program is an exciting adventure in moving young adults with severe disabilities from high school settings to an adult environment while providing students majoring in special education in the Watson School of Education with first-hand experiences in teaching as they prepare for a career in special education.

This article was compiled by:

Eleanor B. Wright, Associate Professor Emerita, UNCW

William Trant, Director of Exceptional Child Services, New Hanover County Schools

Cynthia Sniffen, Transition Coordinator, New Hanover County Schools

Students achieve 98% passing rate on Praxis II exams

UNCW students are passing the important Praxis II Specialty Area tests at an almost perfect rate, exceeding the state average. The scores earned by students in the Watson School have steadily increased for the past three years. During 1999-2000 the pass rate for WSE students was 93 percent. In 2000-2001, the pass rate improved to 96 percent, and the most recent data for 2001-2002 indicated that WSE students had a passing rate of 98 percent compared to the state passing rate of 92 percent.

All students seeking initial licensure

in North Carolina except those in Education of Young Children (B-K) programs must take and pass the required Praxis II Specialty Area tests. Praxis II exams measure general and subject-specific content, as well as skills in teaching methods for each licensure area. Sample questions and test descriptions are available online, and several faculty members have developed modules and online study materials to share with students.

"The improvements reflect efforts by the faculty to continue emphasis on assisting prospective teachers with

learning and demonstrating quality teaching practices," said Dr. Carol Chase Thomas, associate dean. "Students are adapting what they have learned in courses and field experiences to the questions asked on Praxis II."

Students in the Watson School of Education typically take the Praxis II exams the semester prior to student teaching or during the internship. Faculty in the Watson School of Education are pleased with this level of performance, and congratulate the students on their achievements.

The History of the Donald R. Watson School of Education

With the Watson School of Education preparing for a new era with the move to a state of the art facility this year, it seems an appropriate time to look back at the steady evolution that created this distinguished school.

1946

Extension Division of the University of North Carolina and Fayetteville State Teachers College form the College Center in Wilmington with classes held at New Hanover and Williston high schools.

1955

Wilmington College offers first teacher education courses in pre-professional programs in elementary and secondary levels.

1961

Wilmington College moves to present campus consisting of Alderman, Hoggard, and James halls with the Education Department housed in Hoggard Hall.



Harold Hulon



Student
circa 1960

Donald R. Watson

The School of Education was named in memory of Donald R. Watson. A noted Wilmington businessman and community leader, Watson believed that the future of the Cape Fear region was tied to the quality of education provided to our children. He acted on this belief by providing generous gifts of his time and financial resources to UNCW, particularly the School of Education.

Watson was born in Kenly, N.C., fought on Okinawa as a Marine during World War II and studied accounting at Elon College. In 1967, he purchased Pepsi of Wilmington and nine years later he and his business partner, Carl Brown, formed Carolina Bottlers, which was later changed to Pepsi Cola Bottling Co. of Wilmington and sold in 1988 to PepsiCo Inc.

In 1993 and 1994, Watson made significant financial contributions to UNCW to advance the teaching profession and public education. In recognition of his generosity and commitment to education as the foundation of a quality life, the University dedicated the Donald R. Watson School of Education to perpetuate his vision.

1963

Department of Education and Psychology formed at Wilmington College with Dr. Harold Hulon as department chair.

Programs offered in elementary and secondary education.



Calvin Doss, 1965

1964

First courses taught for in-service teachers.



Student teacher Hugh
Paschal, 1965

1965

First graduates complete teacher education program.



Student teacher Judy
Barb, 1965



Hulon with students, 1964

1969

Wilmington College becomes the University of North Carolina at Wilmington.

Department of Education and Psychology temporarily housed in Kenan Hall.

1970

Department of Education and Psychology move to new Arnold K. King Hall.

1971

Child Study Center opens in King Hall



Student National Education Association,
1965



Student National Education Association II, 1965



King Hall

1973

Education department

1945 | | | 1950 | | | 1955 | | | 1960 | | | 1965 | | | 1970 | | | 1975

Watson School of Education

1974
Curriculum Materials Center established in King Hall. It later moves to Randall Library.

1976
Roy E. Harkin becomes chairman of Department of Education.

1978
UNCW adds Special Education and Middle Grades undergraduate programs.

UNCW initiates graduate study with M.Ed. in Elementary Education and M.Ed. in Educational Administration and Supervision, which later becomes M.Ed. in Curriculum/Instruction Supervision and M.Ed. in School Administration.

Extension efforts begin in Brunswick County.

1979
University reorganizes into College of Arts and Sciences, School of Business Administration, and School of Education, each with its own dean.

Dr. Roy E. Harkin named dean of School of Education.

First graduates complete the master's program.

1980
UNCW forms Graduate School.

School of Education creates departments of Curricular Studies and Educational Design and Management, which later becomes Department of Specialty Studies.

1982
Social and Behavioral Sciences Building opens and Psychology Department moves from King Hall.

1984
M.Ed. in Special Education begins. Classroom reading

Computer technology comes to King Hall with installation of VAX terminals and microcomputers.

1986
Department of Curricular Studies establishes Education Lab in King Hall.

M.Ed. in Reading Education begins, which later is changed to Language and Literacy Education.

1987
Teaching Fellows program begins.

1989
Master of Arts in Teaching begins.

1990
Model Clinical Project begins with Brunswick, Duplin, and New Hanover school systems.

Initial accreditation of UNCW's teacher education unit and all licensure programs by National Council for Accreditation of Teacher Education (NCATE). Accreditation continuous since original approval.

1991
Dr. Robert E. Tyndall becomes interim dean.

Reading Recovery program begins.

1992
Off-campus degree program in Elementary Education begins in connection with Coastal Carolina Community College and Camp Lejeune.

Teaching Fellows and School of Education offer students trip to Australia.

1993
UNCW names Robert E. Tyndall dean.

Razor Walker Awards established.

1994
School of Education named for Donald R. Watson.

Watson Distinguished Professorship established.

Distance Education Initiative begins.

M.Ed. in Middle Grades Education added.

1995
Professional Development System district level agreements signed with eight regional school systems.

Classroom Technology Assistance Plan initiated.

1996
Birth-Kindergarten undergraduate degree program initiated.

1997
Home Grown Scholarship program for minority recruitment begins.

1998
M.Ed. added in Secondary Education. M.S. added in Instructional Technology.

1999
Dr. Andrew E. Hayes serves as interim dean.

2000
Dr. Cathy Barlow becomes dean.

2001
\$965,815 grant Preparing Tomorrow's Teachers for Technology (PT3) awarded by U. S. Department of Education.

2002
Ground broken for new Education Building.

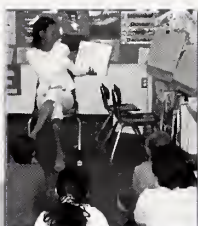
\$1.45 million U.S. Department of Education grant launches Coalition for Transition to Teaching (CT3).

2003
Teacher-in-Residence program begins.

Agreement signed with Osaka Kyoiku University of Japan to begin student, faculty and administrative exchanges.

2004
New building opens.

Principal-in-Residence Program begins.



Classroom reading



Dean Cathy Barlow



Dean Roy E. Harkin



Dean Robert Tyndall



Student teacher at work

Psychology
parade.

1980 1985 1990 1995 2000 2005

Ristow receives Harkin Award

The Roy E. Harkin Part-time Faculty Service Award was established in 2000 to honor Dr. Roy Harkin who was the first Dean of the School of Education. During his tenure as dean from 1979 until 1990 Harkin actively recruited quality part-time personnel to assist the faculty in delivering the teacher education programs.



Ristow

The recipient of the Harkin Award must be a part-time employee of the Watson School, and must have been employed for at least two years prior to the nomination to be eligible. Nominees must exemplify attributes of dedication to the field of teaching, commitment to the mission of the Watson School, ability to work with all constituents, and an ability to demonstrate extraordinary contributions in his or her area.

Dr. Paul Ristow was the recipient of the Harkin Award for 2003, and was honored at the Watson School of Education

Commencement ceremony on December 13th. In bestowing the award, Dean Cathy Barlow stated: "The Roy E. Harkin Award for 2003 is being given to a part-time faculty member in the Watson School who is very well known for his dedication and commitment to students. He is willing to do whatever it takes to ensure that his students are able to reach their goals of becoming teachers. He is an excellent advocate and advisor, and one who carefully plans out individualized programs for his students – most of whom have earned transfer credits from several institutions, and therefore have very complex advising situations."

Barlow continued: "Ristow's background in counseling and his experience as a school administrator in the Department of Defense Schools enable him to be particularly sensitive to the needs of students in the military and their family members. We are pleased to present the Roy E. Harkin Award to Dr. Paul Ristow, Academic Advisor at Coastal Carolina Community College."

Rice recognized for teaching excellence



Rice

Dr. John Rice received the 2003 Chancellor's Teaching Excellence Award. Rice is an associate professor in the Department of Specialty

Studies.

The Chancellor's Teaching Excellence Award is dedicated to recognizing outstanding teachers and scholars from across the university community.

Rice received the award based on the outstanding evaluations of his teaching, as reported by his students and his peers. Particularly noteworthy was his support of Master of School Administration graduate students who gained guidance and feedback as they completed the thesis requirement for the program.

Smith wins time for research on high school reform

Dr. Robert Smith received a UNCW Faculty Reassignment Award in 2003. Faculty reassignment awards provide faculty with a semester in which all other duties are reassigned so that they may devote full time to a significant research or artistic project.

Smith has spent the 2004 spring semester on reassignment, working on his proposal to edit a book on Whole School High School Reform. Smith describes his project as follows:

Many educators, leaders and report authors have identified the high school years as the most problematic in the education of our children. There are many comprehensive models for reforming high schools which have been adopted as part of local, state and national initiatives. There are also numerous examples of smaller change efforts that are being implemented at the high school level; e.g., senior project, service learning, block scheduling that are not necessarily connected to the whole school models. The purpose of this book is to share the range of models and to discuss the impact of those models on their intended audiences (teachers, students, parents, community, etc.). It is likely that each chapter will describe a different model, including the main ideas of the model and detailed descriptions to illustrate the model's implementation in specific high schools.



Dr. Robert Smith works with students in a computer lab.

NEW FACULTY

diversity and strength through experience and research

Anita Brown, M.Ed.

Principal-in-Residence, Specialty Studies
(910) 962-3359
brownna@uncw.edu

Anita Brown joins the Watson School in a non-tenure track position as a "Principal-in-Residence." She received both her undergraduate and master's degrees from UNCW.

She most recently was principal at Burgaw Middle School. She teaches in the undergraduate program (EDN 200, "Teacher, School and Society") and assists in the Master of School Administration Program as coordinator. Brown also assists in minority recruitment efforts.

Joe Feinberg, Ph.D.

Assistant Professor, Specialty Studies
(910) 962-7175
feinbergj@uncw.edu

Joe Feinberg is an assistant professor in secondary curriculum and methods. Feinberg received his Ph.D. in 2003 from the University of Georgia. He has a B.A. from UNC-Chapel Hill and an M.A. from Georgia.

His dissertation research examined the impact of simulation games in the secondary classroom on student achievement.

Arnold Murdock, Ph.D.

Assistant Professor, Specialty Studies
(910) 962-4036
murdocka@uncw.edu

Arnold Murdock works with the Provost's Office to direct the development, training, implementation and assessment of UNCW online courses.

He brings a broad range of experiences in higher education and in the private sector to help UNCW move to the next level of online offerings. For the other half of his position, Murdock teaches in the Master's in Instructional Technology program of the Department of Specialty Studies. Murdock has his

undergraduate degree and doctorate from Virginia Tech and his master's from the University of Virginia.

Angelia Reid-Griffin, Ph.D.

Assistant Professor, Specialty Studies
(910) 962-7176
griffina@uncw.edu

Angelia Reid-Griffin received her Ph.D. from N.C. State and her M.A. and B.S. in Biology from ECU.

She has a strong background in teaching and learning. She teaches in the undergraduate and graduate programs in secondary and middle grades. The research for her dissertation involved studying whether using probes, handhelds and other emerging technologies increased student learning in middle school science classes.

Jennifer Summerville, Ph.D.

Associate Professor, Specialty Studies
(910) 962-7174
summervillej@uncw.edu

Jennifer Summerville comes to UNCW from Emporia State University in Kansas. She received her B.A. from Baylor, her M.S. from the University of North Texas and her Ph.D. from the University of Northern Colorado.

Summerville is an instructional design specialist and will be working with the undergraduate and graduate programs in this key area. She brings a very strong background in live and online course delivery and a strong research agenda in studying the effectiveness of the online medium.

Kathy Fox, Ph.D.

Assistant Professor, Curricular Studies
(910) 962-3219
foxk@uncw.edu

Kathy Fox received her B.S. from the University of North Carolina at Greensboro, her M.A. from California State University Northridge and her Ph.D. from University of California Santa Barbara,

with emphasis on Cultural Perspectives of Education.

She grew up in rural North Carolina. A love of reading and writing led her to graduate from UNCG with a degree in Early Childhood Education. She worked as a Peace Corps home extension agent in the country of Lesotho in Southern Africa. She also taught for 23 years in bilingual elementary classrooms. These experiences nurtured an interest in transformative multicultural literature as well as research on literacy instruction and family literacy. Other related experiences include mentoring graduate students in her elementary classroom, teaching pre-service classes in early childhood education, and serving as a student teacher coordinator. Fox brings this wealth of experience enriched by her two passions: research and teacher development.

Kathleen Roney, Ed.D.

Assistant Professor, Curricular Studies
(910) 962-7195
roneyk@uncw.edu

Kathleen Roney received her B.S. at Bloomsburg State University, M.T.S. from Washington Theological Union and her Ed.D. from Temple University in Educational Leadership and Policy Studies. She specializes in middle grades education.

Most recently she served as director of Graduate Middle Level Education at Rosemont College and as an adjunct faculty member at Temple University. Her experiences include establishing a middle school in a culturally diverse urban neighborhood, serving as principal of the school, teaching in middle and secondary schools, and serving as an administrator in higher education. Her undergraduate and graduate teaching includes distance and traditional delivery modes. Roney's research focuses on middle level reform with an emphasis on school improvement and success for all students. Her commitment to excellence in teaching is supported by a strong research agenda.

A Note from the Alumni President

Your alumni chapter wishes you the best for future success in pursuing your career goals.

The WSE Alumni Chapter serves as a bridge between the WSE and its alumni. We've been there for you on move-in days and provided the bookmarks listing mentors for all teaching areas offered by the WSE.

Each year the chapter recognizes an outstanding distinguished alumnus. This year's recipient was Danielle Nicole Platt.

In addition, the chapter presents two scholarships annually to WSE students. Our 2003 scholarships were awarded to Jennifer Chipman and Andrea Ervin.

The Watson School of Education Alumni Chapter would like to invite graduates to join our chapter. We offer various opportunities for service to the university. You might like to serve as a mentor or network with teachers in your field and attend our social events.

Our chapter met for a brunch meeting on Saturday, Sept. 27 at chapter member Janis Norris' house. Our spring chapter meeting was May 13, 2004, at the Wise Alumni House and will

include a salad supper. If you would like to attend our spring meeting, please contact me at (910) 392-4520 or ann_grose@hotmail.com.

Our chapter works closely with Dean Cathy Barlow. Along with Dean Barlow, we are all excited about the new Watson School of Education building opening in the fall of 2004.

We hope you were able to tour the building during homecoming weekend.

For more information about the activities of your WSE Alumni Chapter, go to www.uncwil.edu/alumniandfriends.

I wish you much success in your future plans.

Ann L. Grose
WSE Alumni Chapter President



WSE Alumni Chapter Honors Danielle Nicole Platt

The WSE Alumni Chapter has chosen Danielle Nicole Platt '95 as the recipient of the 2003 Distinguished Alumni Achievement Award.

Danielle graduated with a Bachelor of Arts degree in Special Education with an emphasis in Learning Disabilities from UNCW in 1995. She has been a teacher at Malpass Corner Elementary ever since. While teaching at Malpass Corner, she graduated from UNCW with a Master's degree in Special Education in December of 2000. Platt feels that this experience has allowed her to develop stronger teaching skills and make learning more meaningful for students. She has also been able to share new strategies and teaching methods learned from graduate classes with the Exceptional Children's Team.

While in graduate school she became a member of Pi Lambda Theta, which is an

international honor society and professional association in education. She also received a



Dean Cathy Barlow (from left), Danielle Nicole Platt and Ann Grose following the Fall 2003 awards ceremony.

scholarship from this organization. For the past six years Danielle has

been the Exceptional Children's program chairwoman at Malpass Corner Elementary, overseeing all paperwork and helping assist teachers administering assessments, interpreting assessments, re-evaluating and initially placing students in the Exceptional Children's program. She also writes individual education plans, observes students, conducts meetings and designs intervention plans for students with and without disabilities.

Platt also has been the Special Olympics coordinator for Pender County. It is a volunteer position that enables her to collaborate with community and school members about successful programs for the Special Olympic athletes in the county.

In October 2001 she applied for and was awarded a grant funded

by Four County Electric Membership
continued on next page

WSE Alumni Chapter Council

The officers and members of the 2003-2004 WSE Alumni Chapter Council are listed below. The council is responsible for providing leadership to the chapter and developing policies and plans in conjunction with the dean of the Watson School. The council welcomes your ideas and suggestions.

Chapter Council Officers

Ann L. Grose (910) 392-4520
ann_grose@hotmail.com
President

Kristy Kidney (910) 392-9521
kandbk@comspeco.com
Vice President

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Ewatts1949@aol.com
Scholarship Committee Chair

Diane Fowler (910) 452-2717
sixfowlers@aol.com
Distinguished Alumnus Chair

Sunny Thayer (910) 512-4104
sthayer@ec.rr.com
Nominations Chair

Chapter Council Members

Nancy Cates	Diane Evers	Norm Melton	Janis Norris
Donna Davis	Becky Fancher	Birty Lightner	Sherred Weidner
Julia Davis	Mary Gaddy	Marsha Obremski	Carole Weiss

Nominations requested for Distinguished Alumni Award

The WSE Alumni Chapter is seeking nominations for the 2004 Distinguished Alumni Award. The award recognizes alumni who have made significant contributions to education and who demonstrate the Watson School of Education's commitment to excellence.

The chapter invites alumni to submit the names of WSE alumni, including those who have been nominated before.

To make a nomination, send a letter of recommendation and an updated vita for the nominee to Scott Joyner, Watson School of Education, King Hall, UNCW, 601 S. College Road, Wilmington, NC 28403, or joyners@uncw.edu.

Nomination forms can be found online. From the Watson School homepage at www.uncw.edu/ed, look under "Student Information" for a link to the application.

Danielle Nicole Platt *continued*

Corporation for a new reading program that was implemented in the classroom.

In January 2003 Platt applied for and was awarded two grants from Knights of Columbus. One was for Special Olympics and the other was for the Exceptional Children's program at Malpass Corner Elementary.

For the past four years Platt has been an active member on an important committee at MCE, which helps teachers identify at-risk students and provides assistance and interventions to teachers with these at-risk students in their

classrooms. The committee is called the Family Support Team (FaST). As part of FaST, she has presented several mini workshops to MCE staff to help explain what steps teachers should take if they see at-risk behaviors in their classrooms.

Several times a year, Platt has special conference nights with parents to review children's portfolios, individual education plans, behavior contracts and class work.

For the past two years, Platt has organized and participated in an information session for parents and members of the community about the state End of

Grade Test standards.

Platt was awarded Teacher of the Year in 2001 in Pender County and became a National Board Certified teacher in November 2002.

The following was written by E. J. Highsmith, Platt's principal at Malpass Corner Elementary:

"I praise Mrs. Platt for all of her excellent work above and beyond the call of her professional responsibilities. In my 30-plus-year tenure as an educator, I have not observed a more dedicated, successful, hard-working professional."

Class notes

1970s

Ann Kinlaw, BA '74

Taught in the classroom (grades 3-8) for 24 years, was a computer skills teachers for two years and her county's instructional technology specialist since October 2002. She lives in Bladen County with her husband and two children.

Denise West Scronce, BA '74

Is serving as a Teacher on Loan to the Department of Public Instruction. She has taught for 29 years in Clinton City Schools, serving for the last year in a teacher recruiter/beginning teacher support position with the state. She serves the school systems in the South Central region of the state.

Kathy Josey Dickens, BA '78

Has been a Title I Reading Teacher for 26 years in the Wake County Public School System. She teaches at Fuquay-Varina Elementary.

1980s

Matthew M. Wight, BA '81

was recently named principal at the Salem Middle School, which is due to open in August 2004. He left his position as principal at Reedy Creek Middle School in December 2003.

Susan Moss Deans, BA '84

Is the Eastern Region inclusion specialist with Partnerships for Inclusion, which is a special project of Frank Porter Graham Child Development Institute of UNC-Chapel Hill. Her office is in Wilmington at the Children's Developmental Services Agency.

Teresa Milton, BA '85

Teaches kindergarten at Salem Elementary School in Apex, N.C. She recently passed received her National Board Certification.

Karen H. Holtz, BA '88

Is a Reading Recovery / Title I reading teacher at Elliston-Lafayette Elementary School in Elliston, Va.
2234 Westover Ave., SW
Roanoke, VA 24015
(540) 344-0006.

Jennifer Crumpler, BA '88

Has been promoted to Program Coordinator for Alumni Affairs within the Duke University School of Medicine.

1990s

Edith Skipper, BA '93, MEd. '00

Is education coordinator for the Pender County Preschool Program.

Brian Etheridge, BA '95

Was recently married. He is director of the Independent College Fund of North Carolina.
879 A Washington Street
Raleigh, N.C. 27605

Jennifer Henry Gallo, BA '95

Has her own tutoring business, Step Ahead Tutoring. She was married in 2001 and has two children, Storm, 12, and Nicholas, 1.

Melissa Oliver Harris, BA '96

Welcomed a son, Andrew Blake, born May 27, 2003. She lives in Micro, N.C.

Julie Shirer, BA '96

Is employed as a literacy coach for the Cleveland City Schools in Cleveland, Tenn.

Karen Williams, BA '96, MA '97

was married Dec. 21, 2002, to Davis Burton of Fayetteville, N.C. She is now employed at Burgaw Middle School as the Reading Success Network Facilitator and also teaches AIG part-time.

Jennifer S. Price, BA '97

Recently received her National Board Certification.

Steve Davidyak, BA '98 and Jody Davidyak, BA '98

reside in Hickory, N.C., and are expecting their first child in June 2004.

2000s

Maryanna Gross, BA '00

continues to teach fifth grade at Newport Elementary. She is in her fourth year there. She was married in 2002.
3517 Mandy Lane
Morehead City, N.C. 28557

Jessica Thompson, BA '02

Is a school counselor at Rogers-Herr Year Round Middle School in Durham, N.C. She will be married in August 2004 to L. Brett Wells.

Marsha Allison, BA '03

Was named Teacher of the Year at her school.

Send us your news.

Tell us about your career, family, awards or otherwise.

E-mail updates to Scott Joyner, WSE director of development, at joyners@uncw.edu.

Watson School of Education

Key Statistics

The primary mission of the Watson School of Education is to develop highly competent professionals to serve in teaching and other educational leadership roles in southeastern North Carolina, the state and the nation. The Watson School is committed to achieving excellence in teacher and administrator preparation through its 25 programs at the baccalaureate and master's levels. To achieve this goal, the faculty provide education grounded in theoretical and empirical bodies of knowledge; develop the ability to use knowledge to improve schools and to enhance the learning of children and youth; and strive to foster each graduate's commitment to personal and professional development.

- The Watson School of Education was rated "Exemplary" by the State Board of Education in December 2002.
- The Praxis II Specialty Area passing rate for the Watson School of Education is 98 percent.
- The Watson School is the third largest producer of teachers out of 48 institutions in North Carolina.
- Since Fall 2000, 81 percent of the students admitted to the Watson School for undergraduate and licensure-only programs had GPAs of 3.0 or higher.
- In 2002-2003, 30 undergraduate student out of 194 graduated cum laude, 21 graduated magna cum laude and nine graduated summa cum laude.
- Twenty-six percent (255) of all the UNCW graduate students in Fall 2003 were enrolled in the Watson School of Education.
- Since 1992, the Watson School's undergraduate enrollment has increased from 1,697 to 3,170 (86 percent), and graduate enrollment from 186 to 395 (112 percent). The number of students seeking licensure only has increased from 25 to 356 (1,324 percent). Totals include extension programs.

The Watson School's grant efforts focus on obtaining funding for collaborative initiatives that address P-16 needs of the schools in the southeastern region of the state. Currently funded grants total \$5.6 million and include: Preparing Tomorrow's Teachers to Use Technology (PT3), Coalition for Transition to Teaching (CT3), Reading Recovery, Comprehensive School Reform, NC Quest and the Rated Licensure Assessment Project.

The new Watson School of Education building will open soon. The building includes the N.C. Teachers Legacy Hall and Regional Resource Center.



UNCW is committed to equal educational and employment opportunities and is an affirmative action employer.

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Give us an update!

The Watson School of Education and UNCW Alumni Relations want to know what you've been up to. Started a new job? Received a special award? Just had a baby? Write, call or e-mail us with news of your latest accomplishment.

UNCW Advancement Services
601 S. College Road
Wilmington, NC 28403-5905

Phone: Toll-free 1-866-GO-UNCW1
(468-6291) or (910) 962-4186
E-mail: alumni@uncw.edu
For a Web form, visit www.uncw.edu/alumni/,
and click on "Keep in Touch."

Mark your calendar!

The Watson School of Education invites its alumni and friends to attend the **Grand Opening** of the new education building in fall 2004.

Please check the Web site at www.uncw.edu/ed for the date of and information about the event.

CONNECTIONS

The Magazine of the Watson School of Education

is published annually by the Office of the Dean of the Watson School of Education. Send correspondence to: Watson School of Education, Dean's Office, 209 King Hall, UNCW, 601 South College Road, Wilmington, NC 28403.

Cathy Barlow
Dean, Watson School of Education

Ann Grose
Chair, Alumni Chapter Council

Scott Joyner
WSE Director of Development

Sabrina Davis
Editor / Designer

Donor Report Card 2003

The Watson School of Education recognizes the many individuals and companies who made financial contributions during the between Jan. 1, 2003 - Dec. 31, 2003. We appreciate these generous gifts, which help the school achieve its goals.

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Robert & Catherine Warwick
Elvira Webb '72
Linda '81 & Steven Wells
Jan '83 & John Wessell
Jenny '76 & Richard Wheeler
Linda '89 & Nathan Wiggins
Carol Williams '96
Barden Winstead Jr.
Lynn '92 & Richard Wood
Sephanie Woodcock '03
Frances Wooten '93
Eleanor & G. P. Wright
Eugene & Kathy Wright
Kevin & Jenell Yearwood
Wachovia Corporation
Southeastern Reg'l Reading Recovery
R.T. Dooley Construction Company
Progress Energy Foundation
Progress Energy
Marc Basnight Campaign
IBM
Harris Teeter
General Electric Foundation
Elliot A. Pogolowitz Insurance
Delta Kappa Gamma/Beta Phi
Chapter
Cooperative Bank